DOCUMENT RESUME

ED 299 276 TM 011 894

AUTHOR O'Neal, Sandra
TITLE Comprehensive Tests of Basic Skills, Albuquerque Public Schools, Fall 1987: District Report. Grades 3, 5, and 8.
INSTITUTION Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE Oct 87
NOTE 57p.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Education; Elementary School Students; Grade 3; Grade 5; Grade 8; Instructional Effectiveness; Language Tests; Longitudinal Studies; Mathematics Tests; *Minimum Competency Testing; *Norm Referenced Tests; Reading Tests; Science Tests; Scores; Social Studies; Spelling; *State Programs; *Testing Programs
IDENTIFIERS *Albuquerque Public Schools NM; *Comprehensive Tests of Basic Skills

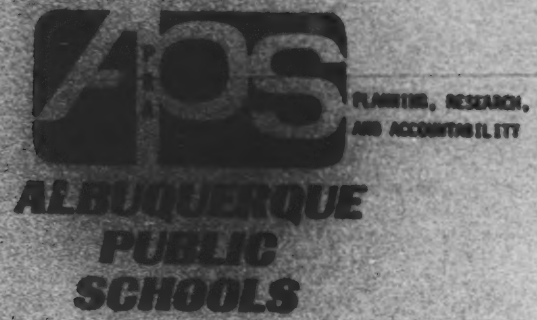
ABSTRACT

Each spring the Comprehensive Tests of Basic Skills (CTBS) battery is administered to students throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding 1987 test results for Albuquerque Public School (APS) students in grades 3, 5, and 8 on the CTBS, a standardized, norm-referenced test. Throughout this report various types of test results are presented that provide data for the modification of the instructional program of the APS. Data for the past 3 years as well as data from a longitudinal study of matched, intact groups of students are presented. Areas tested include reading, spelling, mathematics, language skills, reference skills, science, and social studies. Results indicate that: (1) test scores for each grade level of APS students are better than scores of students in the national norming population for almost every content area; (2) APS students generally score in the higher percentile ranges on most subtests; and (3) school by school data provide insights into students in various comparison groups and student attendance and stability rates for each school. Seven data tables and eight graphs conclude the document. (TJH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299276

COMPREHENSIVE TESTS OF BASIC SKILLS



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SANDRA W. O'NEAL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FALL 1987

DISTRICT REPORT

grades 3, 5, and 8

TM 011 884

BEST COPY AVAILABLE

ALBUQUERQUE PUBLIC SCHOOLS

725 University, S.E.
Albuquerque, New Mexico 87106

BOARD OF EDUCATION

IRA ROBINSON
President

LENORE WOLFE
Vice-President

MARY LEE MARTIN
Secretary

DIEGO GALLEGOS
Co-Chairman, Finance Committee

ED MARINSEK
Co-Chairman, Finance Committee

LEONARD DE LAYO, JR.
Member

PAULINE MARTINEZ
Member

LILLIAN C. BARNA
Superintendent

MARY K. NEBGEN
Deputy Superintendent, Instructional Services

PLANNING, RESEARCH, AND ACCOUNTABILITY

Carol Robinson, Director

Prepared by:

Sandra O'Neal
Assistant Director for Testing and Evaluation

FALL, 1980 4

ALBUQUERQUE PUBLIC SCHOOLS

CTBS TESTING - 1986/87

TABLE OF CONTENTS

Summary . . . . . I-II

Some Typical Uses of Test Results iii

General Information Regarding the Comprehensive Tests of Basic Skills 1- 4

Composition of CTBS Battery at Grades 3, 5, and 8 5

CTBS Average Percentile Scores, APS, 1987 . . . . .

Grade 3, Figure 1 6
Grade 5, Figure 2 7
Grade 8, Figure 3 8

CTBS Results, A Comparison of APS and New Mexico in Percentiles

Grades 3, 5, and 8; Figure 4 9

CTBS Results for a Matched Longitudinal Study of Intact Student Groups

Grade 3 (1985) - Grade 5 (1987) 10
Grade 5 (1984) - Grade 8 (1987) 11

CTBS Skills Analysis, APS 1987

Grade 3, Figure 5 12-13
Grade 5, Figure 6 14-15
Grade 8, Figure 7 16-17

Number and Percent of Students in Each Percentile Range, APS, 1987

Grade 3, Table 1 18
Grade 5, Table 2 19
Grade 8, Table 3 20

Percentage of Students in Performance Ranges by School

Grades 3 and 5, Table 4 21-23
Grade 8, Table 5 24

SUMMARY

Each spring the Comprehensive Tests of Basic Skills (CTBS) battery is administered to students throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding 1987 test results for APS students in grades 3, 5, and 8 on CTBS, a standardized, norm-referenced achievement test. Throughout this report various types of test results are presented which provide data for the modification of the instructional program of the Albuquerque Public Schools.

The CTBS, Form U was developed by a major test publisher to reflect trends in curriculum and instruction during the 1980's across the nation. Therefore, the skills and items in this achievement test battery are not perfectly matched with the curriculum of the Albuquerque Public Schools or the curriculum of any other specific school district, but represent a sampling approach to the measurement of specific content. With this limitation in mind, the purpose of this report is to present CTBS test data with interpretation so that results can be a useful tool for district instructional leaders as well as school administrators and teachers.

Data are reported for grades three, five, and eight over the past three years as well as a longitudinal study of matched, intact groups of students.

The data show that:

1. Test scores for each grade level of APS students are better than scores of students in the national norming population on almost every content area subtest.

2. Average percentile scores compare the performance of APS students to that of the national norm group. To understand group scores, it is helpful to know that the range of average performance for an individual is from the 40th to the 60th percentiles.

    - Third Grade students scored above average in Language Expression, Language Mechanics, Math Computation, Math Concepts and Applications, Science and Social Studies. Scores in 1987 show improvement over the previous year in four content area subtests.

    - Fifth Grade students' scores showed an increase on six subtests when compared to 1986 APS fifth graders. Above average performance is noted on all subtests with the exception of spelling.

    - Eighth Grade students scored in the above average range on all subtests. Increases are noted in Math Concepts and Applications and Social Studies compared to 1986 APS performance.

3. A longitudinal study of matched, intact groups of students shows students' growth over time.

   - A comparison of the students from their third grade testing to fifth grade testing shows some progress in Total Reading, Total Language, Total Math, and Spelling.

   - A comparison of the students from their fifth grade to eighth grade testing reveals growth in Total Reading, Total Language, Spelling, Science and Social Studies.

4. CTBS subtests at all three levels measure academic skills in each content area. School personnel examine the skills analysis data to determine the degree to which students have mastered academic skills as measured by these tests.

   - APS third graders scored as well as or better than the national norm group in 41 out of 47 skills.

   - APS fifth grade students scored higher than or equal to the national norm group in all 52 skills.

   - APS students in the eighth grade scored higher than the national norm groups on all 55 skills measured.

5. An examination of the number and percentage of students at all three grade levels reveals a general trend for APS students to score in the higher percentile ranges. On most subtests, APS students score above the national median.

6. School by school data show the percentage of students in the below average, average, and above average ranges in the major content areas measured by these tests. Student attendance and stability rates for each school are included since these factors may impact group performance at each school.

****

ACKNOWLEDGEMENT

Planning, Research and Accountability wishes to thank APS Information Management Services for their professional cooperation and high quality service in scoring the CTBS at all grade levels.

****

SOME TYPICAL USES OF TEST RESULTS

Instruction

TEACHERS use test results as one of several ways to identify students for whom specific skills should be reinforced. Test results are used to determine how to tailor instructional strategies to meet students' needs. Explanations of test results can serve as one of many ways for teachers to develop an active collaboration with parents to jointly support students' learning.

PRINCIPALS utilize test results in comprehensive planning for school improvement with the Program Planning Committee, made-up of teachers, parents, support staff, and students, to focus academic instruction at the school. The general approaches to instruction or the implementation of the curriculum vary from school to school according to students' learning needs. Test results, although limited in scope, provide one type of information about the strengths and concerns in the academic program at the school.

Curriculum

CURRICULUM COORDINATORS review the trends of test results over several years to determine what areas should be emphasized in the basic curriculum of the school district. Curriculum guides in various subject areas set forth the general program components and goals thought to be necessary for all students. Instruction, on the other hand, specifies how the curriculum and materials will be implemented to promote learning.

Each of these functions is important to a consistent, high quality educational program. Test results are one of many kinds of data which help educators plan for effective programs designed to assist all students in the learning process.

COMPREHENSIVE TESTS OF BASIC SKILLS

General Information

The Comprehensive Tests of Basic Skills (CTBS) is a state-mandated achievement test that is administered each spring to students in three separate grade levels throughout New Mexico. Students in grades three, five, and eight are the target populations for the state assessment plan. This report contains summary results of the CTBS, Form U, for APS students as compared to the original nationwide norming sample.

The CTBS, Form U test battery measures the three basic skills areas of Reading, Language, and Mathematics by dividing the specific content areas into several subtests: Word attack (level E, grade 3 only), Reading Vocabulary, Reading Comprehension, Language Mechanics, Language Expression, Mathematics Computation, and Mathematics Concepts and Applications. A Total Battery score is derived from the combined results of the above mentioned subtests. Spelling, Reference Skills (not included on Level E, grade 3 test), Science and Social Studies tests are administered as additional subtests and not included in the Total Battery score.

Each test item is categorized in one of four process classifications: recall, explicit information skills, inferential reasoning, and evaluation. This classification system, based in concept on Bloom's taxonomy of educational objectives, was designed by the test publisher to aid teachers in determining major strengths and shortcomings of the curriculum as it is conceptualized through instructional objectives and presented to students through instructional strategies.

The CTBS Form U Subtests and What They Measure

READING

A. Word Attack (level E, grade 3 only)

The word attack test includes three types of word recognition skills: Phonetic decoding of words, decoding of words by structural parts, and recognition of sight words. Students are asked to recognize syllables, root words, affixes, compounds, and contractions.

READING (continued)

B. Reading Vocabulary

The reading vocabulary test consists of same meaning words, multimeaning words, unfamiliar words in context, and the meaning of affixes. The student's task is to choose the synonym for the underlined word in each phrase or sentence.

C. Reading Comprehension

The items on the Reading Comprehension test are based on several reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present informative material.

At all levels the test measures specific skills in both literal and critical comprehension. Items test the student's ability to extract details, analyze characters, identify main ideas, and draw conclusions from passages. The test measures the ability to differentiate among writing techniques and among forms of writing.

SPELLING

Items on the Spelling Test measure applications of spelling rules for consonants, vowels, and various structural forms. Material is presented in the context of sentences with a missing word. The student identifies the correct spelling of the word that would complete the sentence.

The rationale for this item format is threefold:

1. Spelling words are taught in a meaningful context.
2. Recognition of a spelling error is a skill that a student would apply to proofreading his own written material.
3. Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence.

The misspellings in this test are common among students. The words included in each level of the spelling test were carefully selected to represent spelling rules widely taught at each level. From the student's wrong responses, the teacher can determine which rules the student needs to master.

LANGUAGE

A. Language Mechanics

This test measures punctuation and capitalization skills. The skills are presented in discrete sentences or passages. Editing skills are also tested.

B. Language Expression

The Language Expression Test contains items that measure skills in language usage and sentence structure. The items measure skills in the use of various parts of speech, formation and organization of sentences and paragraphs, writing for clarity, and the appropriate use of various writing styles. All items in the test are based on rules of standard written English.

MATHEMATICS

A. Mathematics Computation

This test consists of items in addition, subtraction, multiplication, and division. Depending on the level of the test, there are items in each section dealing with whole numbers, fractions, decimals, integers, algebraic expressions, exponents, and percents.

B. Mathematics Concepts and Applications

The Mathematics Concepts and Applications test measures the student's understanding of math concepts. Specific skills include numeration, number sentences, number theory, problem solving, measurement, and geometry. This test also measures the student's ability to select and carry out problem solving operations.

REFERENCE SKILLS (not included on level E, grade 3 test)

The Reference Skills Test measures the ability to find and use reference materials and to follow library procedures. Item content is related to parts of books, dictionary use, library skills, and consumer skills. This test assumes that the student has had a library available and has received instruction in its use.

SCIENCE

The Science Test assesses the student's ability to investigate problems in science and, to a lesser degree, to recall scientific facts or concepts. Investigative skills measured are the abilities to classify objects or phenomena, measure or qualify data, recognize a trend in data, predict outcomes, recognize methods of inquiry, and analyze an experimental design. The student demonstrates these skills by interacting with data presented in charts, diagrams, drawings, graphs, and written passages. The items are distributed across the various content areas of botany, zoology, ecology, physics, chemistry, and land, sea or space science.

SOCIAL STUDIES

The Social Studies items measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. These skills are tested in settings drawn from six content areas: geography, economics, history, political science, sociology, and interdisciplinary studies. The student is required to recall specific information, to read maps and other graphic material, to interpret verbal material, to distinguish fact from opinion, and to employ formal logic in problem solving.

COMPOSITION OF CTBS BATTERY
FORM U
GRADE 3, LEVEL E
GRADE 5, LEVEL G
GRADE 8, LEVEL H

CONTENT AREA	SUBTESTS	NUMBER OF ITEMS BY GRADE 3	5 AND 8
Reading	Word Attack *	35	
	Test 1 - Reading Vocabulary	30	45
	Test 2 - Reading Comprehension	30	45
Spelling	Test 3 - Spelling **	25	30
Language	Test 4 - Language Mechanics	20	30
	Test 5 - Language Expression	25	45
Mathematics	Test 6 - Mathematics Computation	36	40
	Test 7 - Mathematics Concepts & Applications	40	45
Reference Skills	Test 8 - Reference Skills *		20
Science	Test 9 - Science **	30	40
Social Studies	Test 10 - Social Studies **	30	40

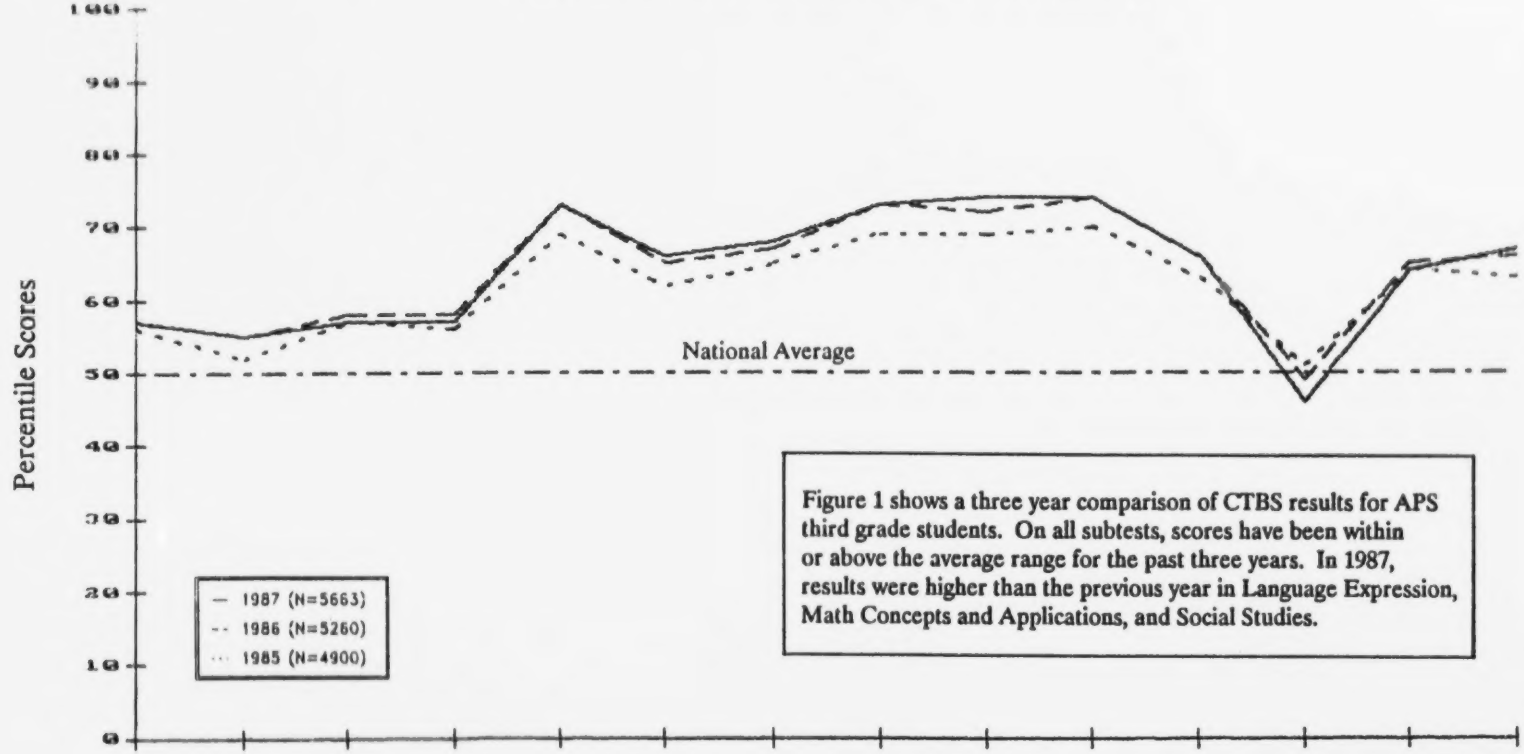
* The Level E test for grade 3 is the only one that includes a Word Attack Test, but does not have a Reference Skills Test.

** Spelling, Science, and Social Studies are completely separate subtests; these categories are not included in any sub-totals or the Battery Total.

The fewer the number of items is for any particular subtest, the greater is the impact of missing each item in the overall individual, school, or district score.

SPRING, 1987

COMPREHENSIVE TESTS OF BASIC SKILLS


Percentile Scores
National Average
1987 (N=5663)
1986 (N=5260)
1985 (N=4900)
Figure 1 shows a three year comparison of CTBS results for APS third grade students. On all subtests, scores have been within or above the average range for the past three years. In 1987, results were higher than the previous year in Language Expression, Math Concepts and Applications, and Social Studies.

	Word Attack	Reading Vocabulary	Reading Comprehension	Reading Total	Language Mechanics	Language Expression	Language Total	Math Computation	Math Concepts & Applications	Math Total	Battery Total	Spelling	Science	Social Studies
1987 %ile	57	55	57	57	73	66	68	73	74	74	66	46	64	67
1986 %ile	57	55	58	58	73	65	67	73	72	74	66	49	65	66
1985 %ile	56	52	57	56	69	62	65	69	69	70	63	51	64	63

FIGURE 1. APS 1987 Average Percentile Scores, Grade 3

21

22

SPRING, 1987

COMPREHENSIVE TESTS OF BASIC SKILLS

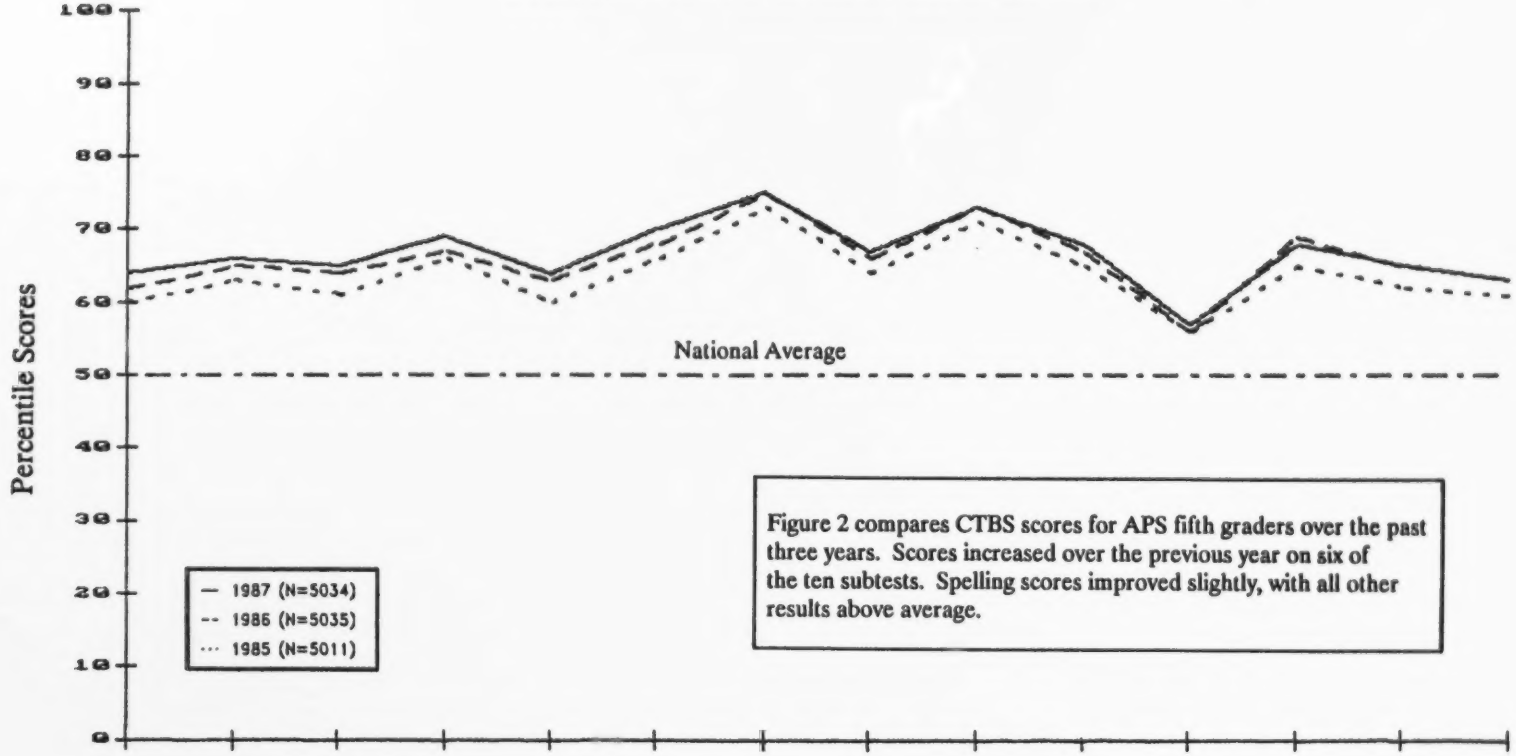


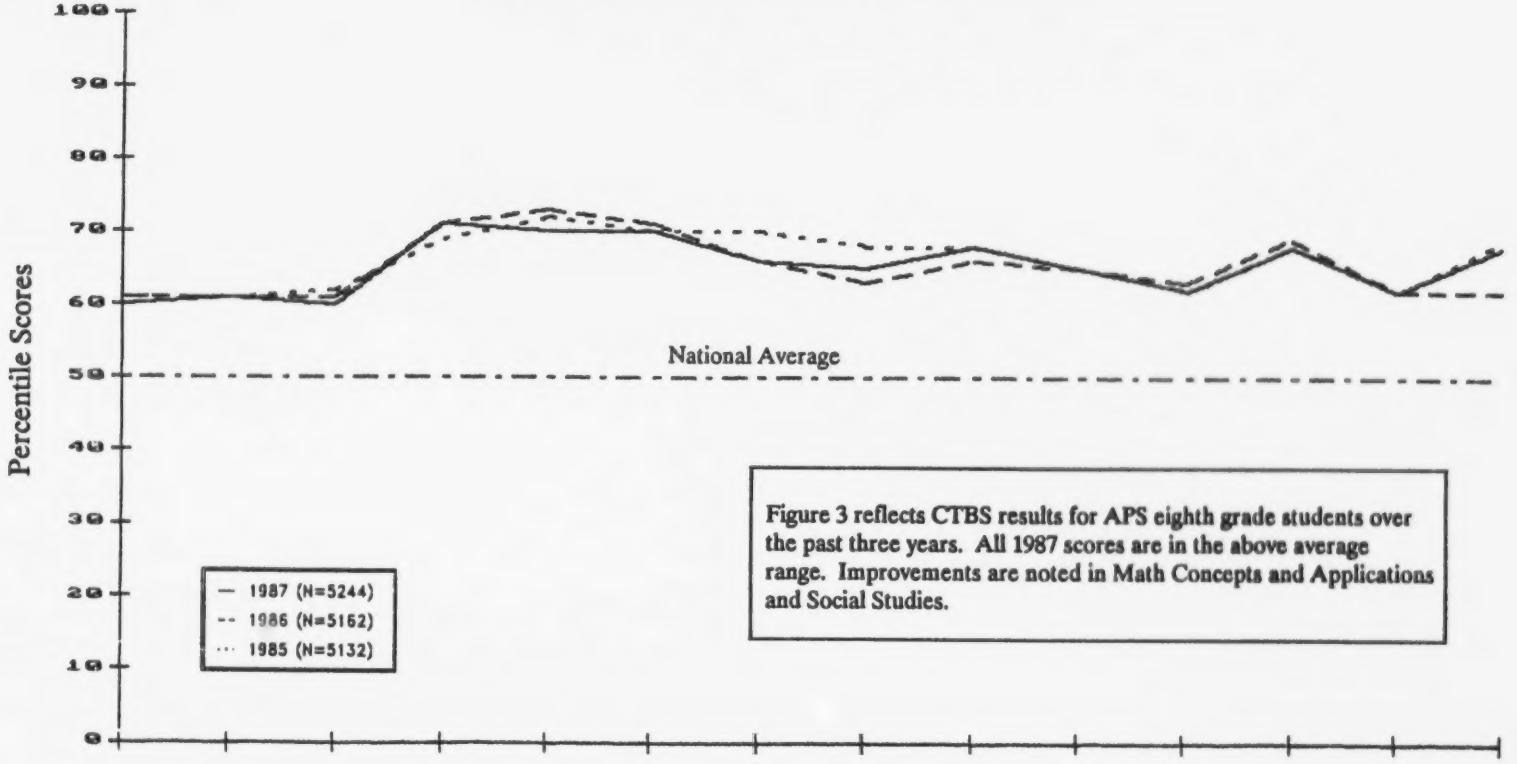
Figure 2 compares CTBS scores for APS fifth graders over the past three years. Scores increased over the previous year on six of the ten subtests. Spelling scores improved slightly, with all other results above average.

	Vocabulary	Reading Comprehension	Reading Total	Language Mechanics	Language Expression	Language Total	Math Computation	Math Concepts & Applications	Math Total	Battery Total	Spelling	Reference Skills	Science	Social Studies
1987 %ile	64	66	65	69	64	70	75	67	73	68	57	68	65	63
1986 %ile	62	65	64	67	63	68	75	66	73	67	56	69	65	63
1985 %ile	60	63	61	66	60	66	73	64	71	65	56	65	62	61

FIGURE 2. APS 1987 Average Percentile Scores, Grade 5

SPRING, 1987

COMPREHENSIVE TESTS OF BASIC SKILLS



	Vocabulary	Reading Comprehension	Reading Total	Language Mechanics	Language Expression	Language Total	Math Computation	Math Concepts & Applications	Math Total	Battery Total	Spelling	Reference Skills	Science	Social Studies
1987 %ile	60	61	60	71	70	70	66	65	68	65	62	68	62	68
1986 %ile	61	61	61	71	73	71	66	63	66	65	63	69	62	62
1985 %ile	61	61	62	69	72	70	70	68	68	65	62	68	62	69

FIGURE 3. APS 1987 Average Percentile Scores, Grade 8

CTBS RESULTS, A COMPARISON OF APS AND NEW MEXICO IN PERCENTILES

1986 - 1987

Grade 3	Word Attack	Reading Voc.	Reading Comp.	Total Reading	Lang. Mech.	Lang. Expr.	Total Lang.	Math Comp.	Math C/A	Total Math	Total Battery	Spelling	Science	Social Studies	N
APS	57	55	57	57	73	66	68	73	74	74	66	46	64	67	5,663
NM	56	52	55	54	67	60	63	67	60	64	60	49	60	63	20,862

Grade 5	Reading Voc.	Reading Comp.	Total Reading	Lang. Mech.	Lang. Expr.	Total Lang.	Math Comp.	Math C/A	Total Math	Total Battery	Spelling	Reference Skills	Science	Social Studies	N
APS	64	66	65	69	64	70	75	67	73	68	57	68	65	63	5,034
NM	56	58	57	62	58	61	67	57	63	59	54	64	60	57	19,139
Grade 8															
APS	60	61	60	71	70	70	66	65	68	65	62	68	62	68	5,244
NM	53	57	55	64	64	64	64	58	61	57	57	62	59	63	19,186

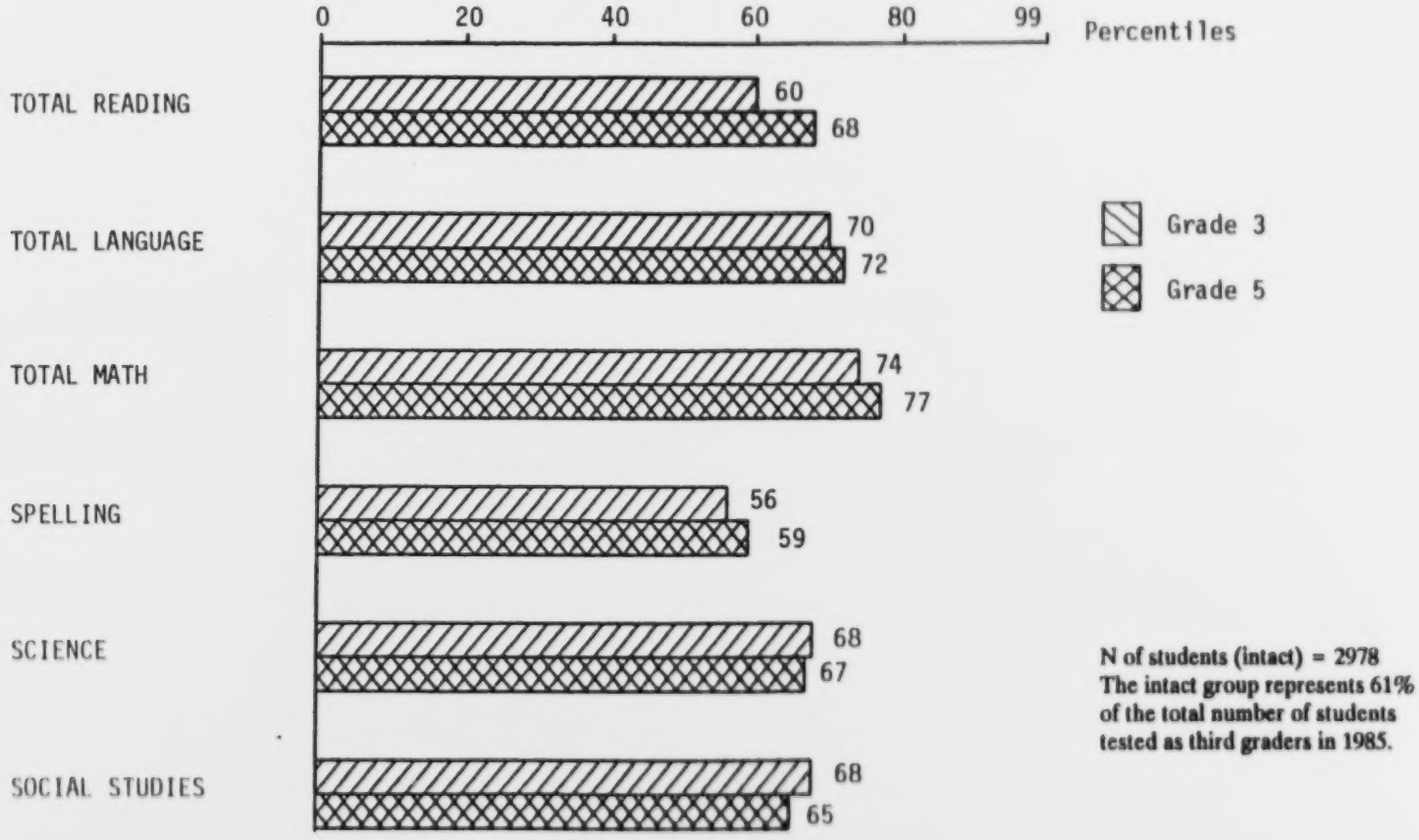
APS - Albuquerque Public Schools
NM - New Mexico

In 1986-87, APS third grade students represent 27% of all test takers in New Mexico, while in grade 5 APS students account for 26% of the test takers in the state. APS students in grade eight account for 27% of all test takers in the New Mexico population. APS results are generally higher than those for the state, even though the APS scores are included in the New Mexico results.

FIGURE 4. A COMPARISON OF APS AND NEW MEXICO CTBS PERCENTILE RESULTS, Grades 3, 5, and 8.

A MATCHED LONGITUDINAL STUDY OF INTACT STUDENT GROUPS

Grade 3 (1985) - Grade 5 (1987)

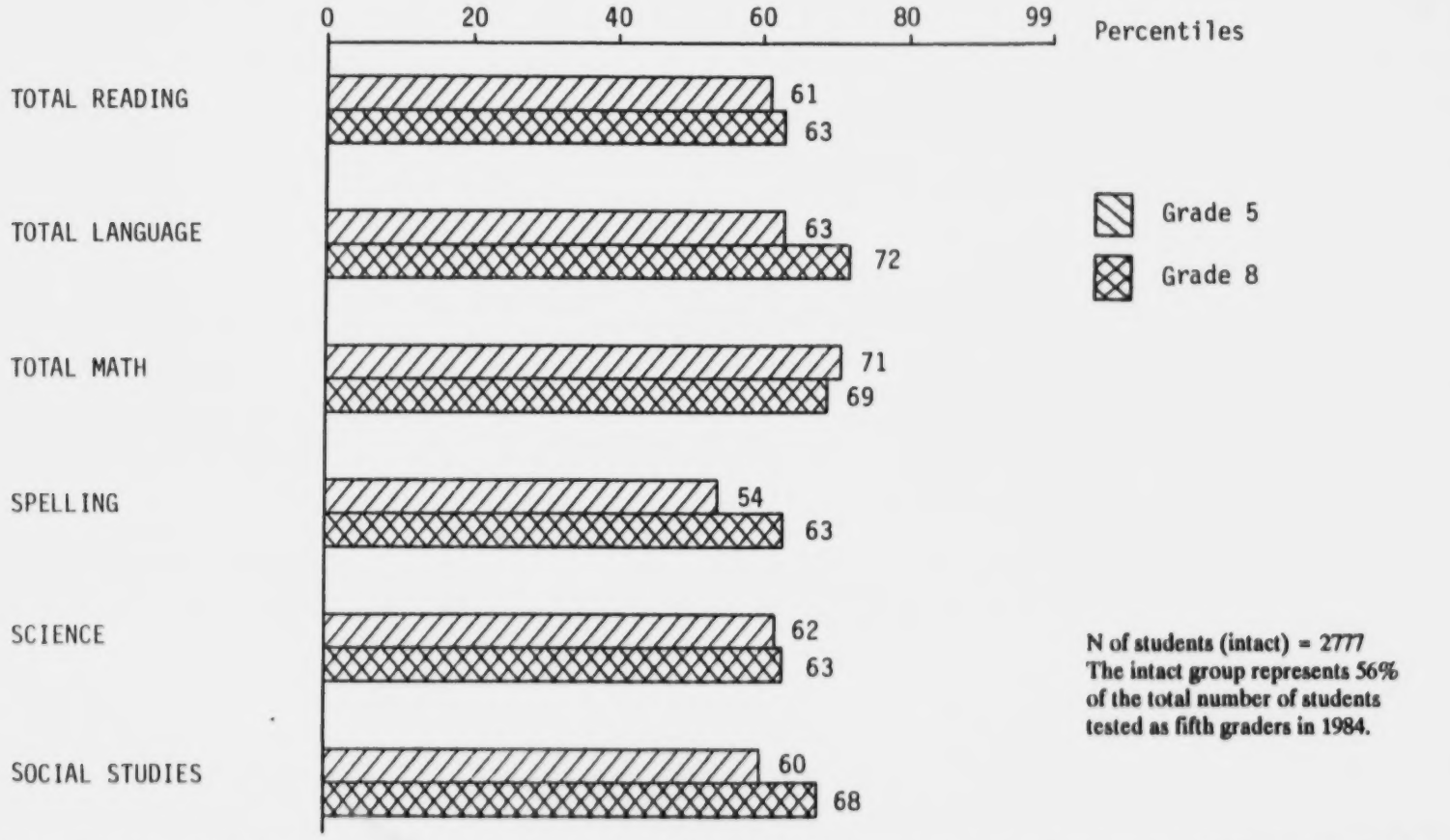


N of students (intact) = 2978
The intact group represents 61% of the total number of students tested as third graders in 1985.

This graph shows the progress of students considered in a matched longitudinal study of intact groups from the time they were tested in 1985 (in third grade) until they were re-tested with CTBS in 1987 (in fifth grade). "Matched" refers to the same exact group of students, while "intact" means they have remained in the elementary school in which they were originally tested. Students who have transferred to another APS school are not included. Of the students tested in third grade, 61% were re-tested in 1987 indicating a 39% mobility rate for this cohort over two years. The progress of matched,intact groups is followed because these students have experienced a planned approach to instruction. This study reveals growth in Total Reading, Total Language, Total Math and Spelling over two years.

A MATCHED LONGITUDINAL STUDY OF INTACT STUDENT GROUPS

Grade 5 (1984) - Grade 8 (1987)



N of students (intact) = 2777
The intact group represents 56% of the total number of students tested as fifth graders in 1984.

This graph shows the progress of students considered in a matched longitudinal study of intact groups from the time they were tested in 1984 (in fifth grade) until they were re-tested with CTBS in 1987 (in eighth grade). "Matched" refers to the same exact group of students, while "intact" means they have remained in the feeder system from elementary to middle school. Students who transferred from the original feeder system to other APS middle schools are not included. Only 56% of the students tested as fifth grade students were re-tested in 1987 indicating a 44% mobility rate for this cohort over three years. The progress of matched, intact groups is followed because these students have experienced a planned approach to instruction. This study reveals growth in Total Reading, Total Reading, Total Language, Spelling, Science, and Social Studies.

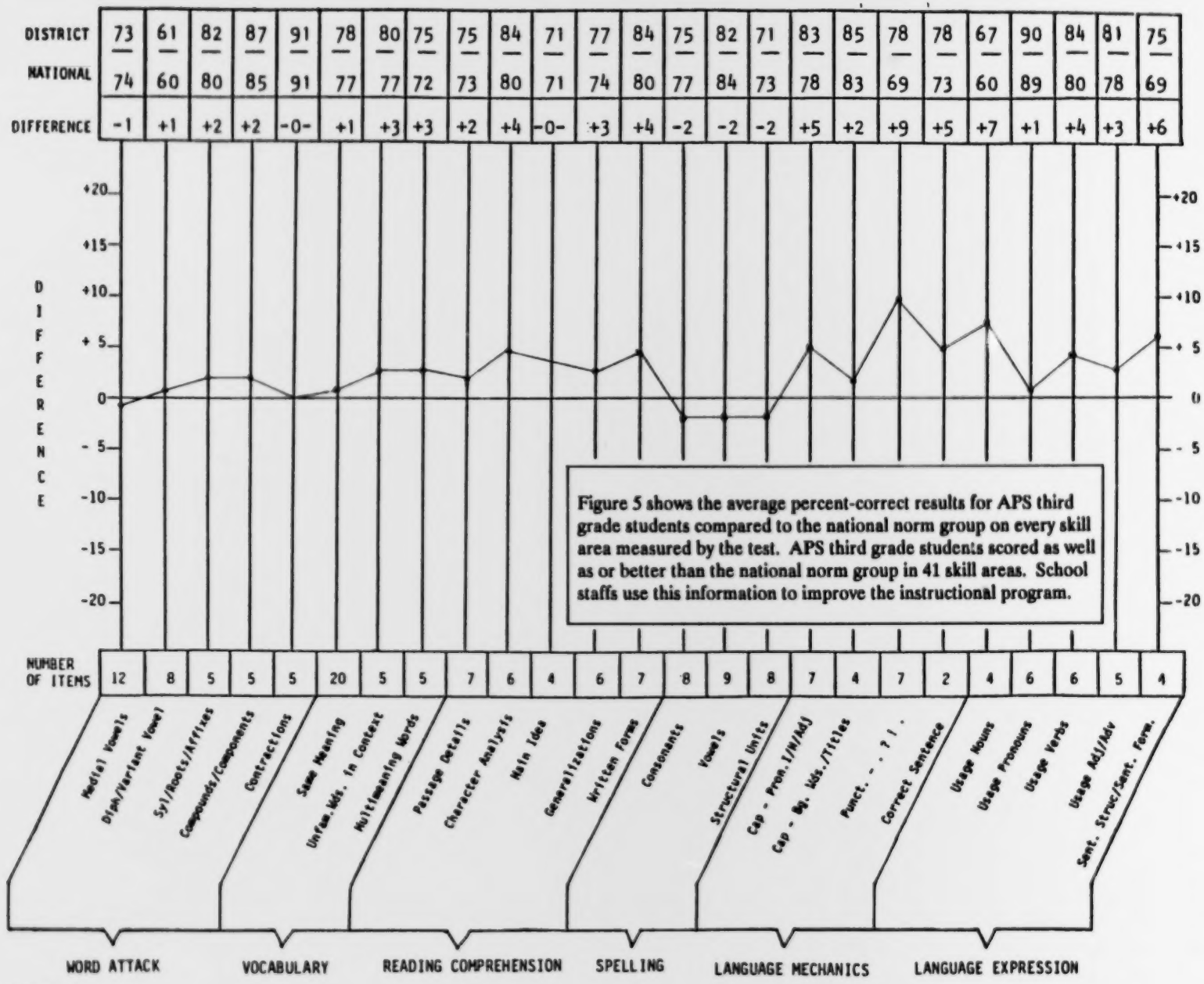

DISTRICT 73 61 82 87 91 78 80 75 75 84 71 77 84 75 82 71 83 85 78 78 67 90 84 81 75
NATIONAL 74 60 80 85 91 77 77 72 73 80 71 74 80 77 84 73 78 83 69 73 60 89 80 78 69
DIFFERENCE -1 +1 +2 +2 -0- +1 +3 +3 +2 +4 -0- +3 +4 -2 -2 -2 +5 +2 +9 +5 +7 +1 +4 +3 +6
DIFFERENCE +20 +15 +10 + 5 0 - 5 -10 -15 -20
NUMBER OF ITEMS 12 8 5 5 5 20 5 5 7 6 4 6 7 8 9 8 7 4 7 2 4 6 6 5 4
Medial Vowels
Diph/Variant Vowel
Syl/Roots/Affixes
Compounds/Components
Contractions
Same Meaning
Unfam.Wds. in Context
Multimeaning Words
Passage Details
Character Analysis
Main Idea
Generalizations
Written Forms
Consonants
Vowels
Structural Units
Cap - Pron.I/M/Adj
Cap - Bg. Wds./Titles
Punct. . . ? ! ,
Correct Sentence
Usage Nouns
Usage Pronouns
Usage Verbs
Usage Adj/Adv
Sent. Struc/Sent. Form.
WORD ATTACK
VOCABULARY
READING COMPREHENSION
SPELLING
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

Figure 5 shows the average percent-correct results for APS third grade students compared to the national norm group on every skill area measured by the test. APS third grade students scored as well as or better than the national norm group in 41 skill areas. School staffs use this information to improve the instructional program.

FIGURE 5.
CTBS SKILLS ANALYSIS
GRADE 3
SPRING, 1987

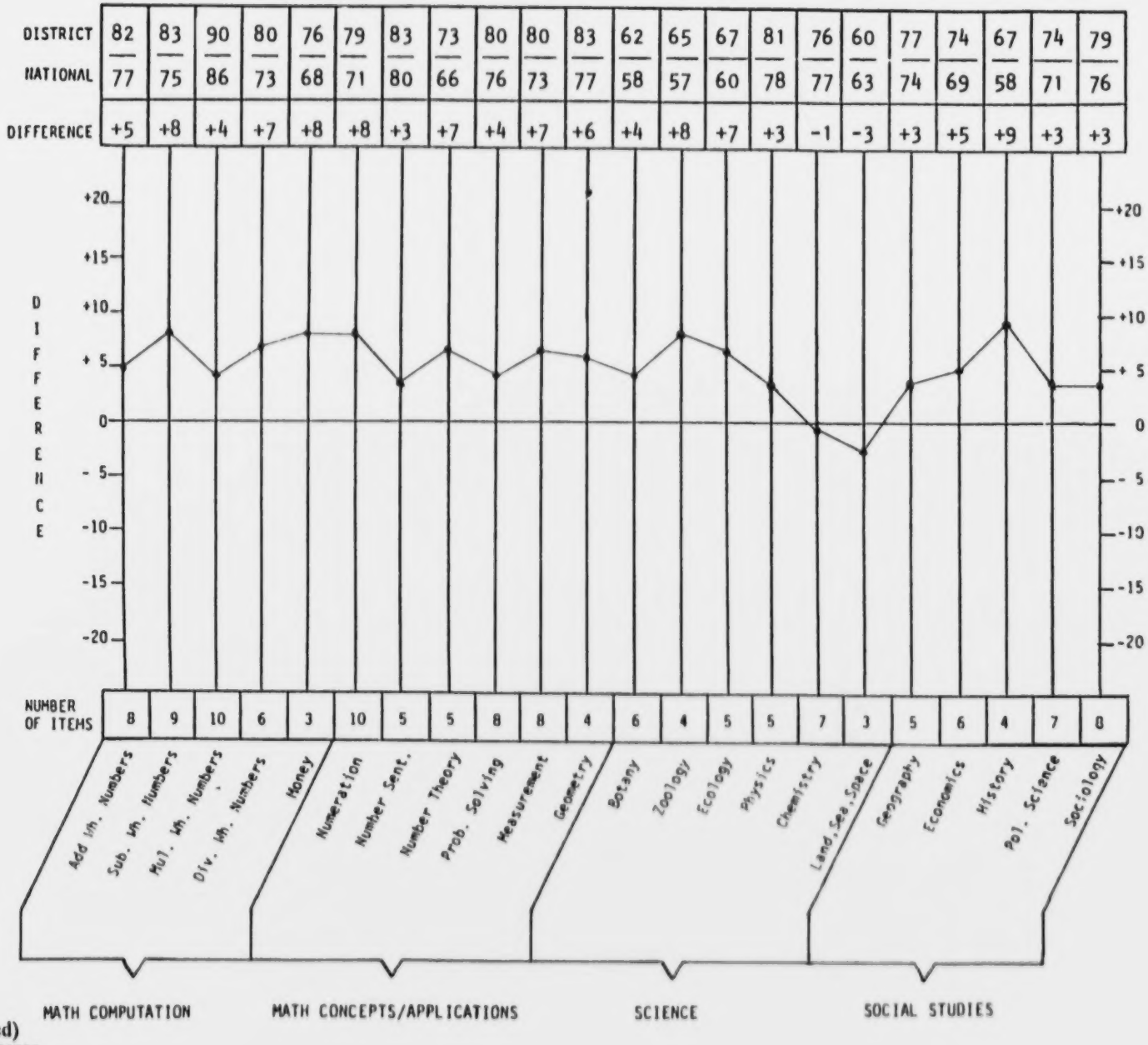


FIGURE 5. (continued)
CTBS SKILLS ANALYSIS
GRADE 3
SPRING, 1987

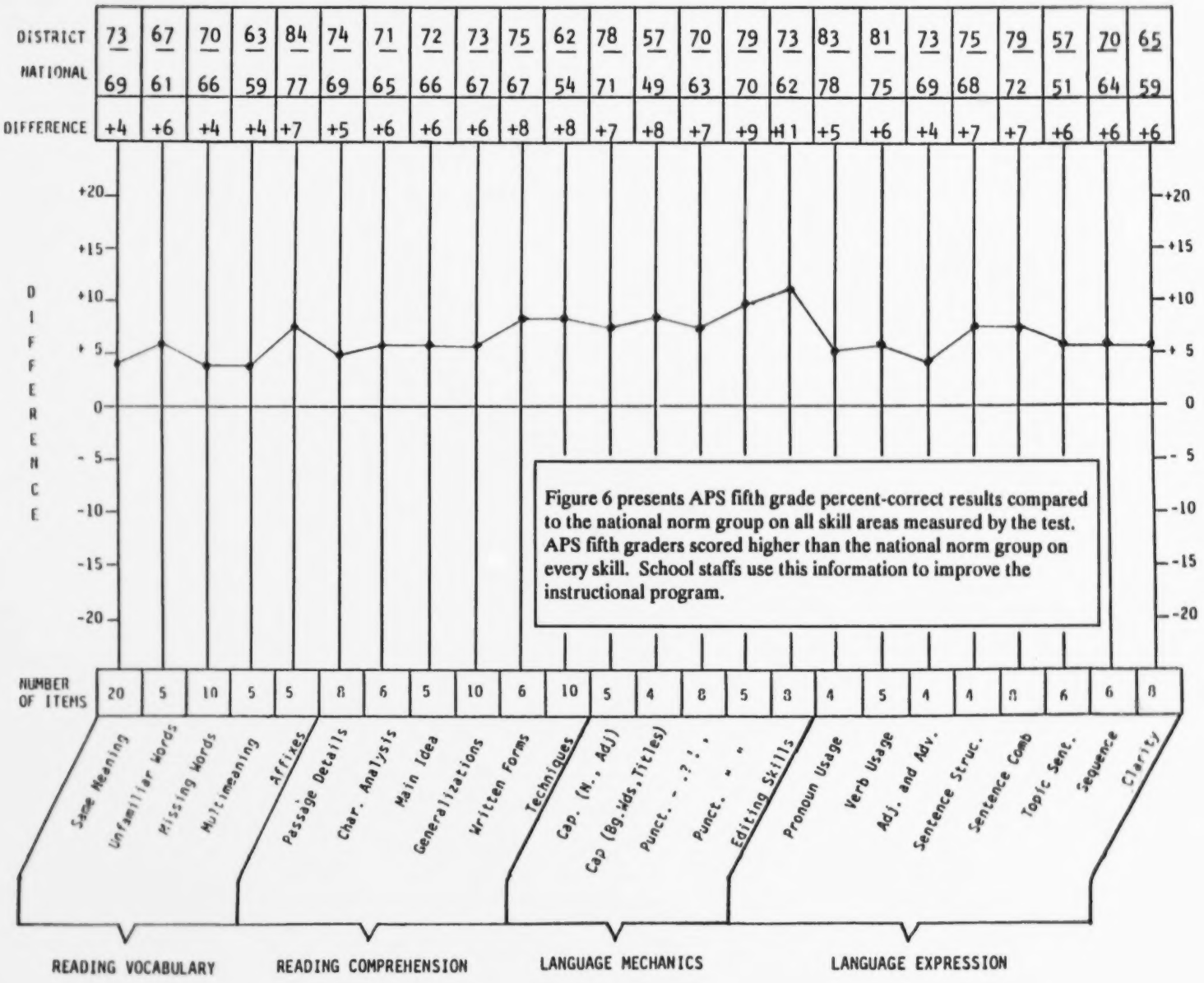

DISTRICT 73 67 70 63 84 74 71 72 73 75 62 78 57 70 79 73 83 81 73 75 79 57 70 65
NATIONAL 69 61 66 59 77 69 65 66 67 67 54 71 49 63 70 62 78 75 69 68 72 51 64 59
DIFFERENCE +4 +6 +4 +4 +7 +5 +6 +6 +6 +8 +8 +7 +8 +7 +9 +11 +5 +6 +4 +7 +7 +6 +6 +6
DIFFERENCE
+20
+15
+10
+ 5
0
- 5
-10
-15
-20
NUMBER OF ITEMS 20 5 10 5 5 8 6 5 10 6 10 5 4 8 5 3 4 5 4 4 8 6 6 8
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Char. Analysis
Main Idea
Generalizations
Written Forms
Techniques
Cap. (N., Adj)
Cap (Bg.Wds,Titles)
Punct. , - .? !.
Punct. " "
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

Figure 6 presents APS fifth grade percent-correct results compared to the national norm group on all skill areas measured by the test. APS fifth graders scored higher than the national norm group on every skill. School staffs use this information to improve the instructional program.

FIGURE 6.
CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1987

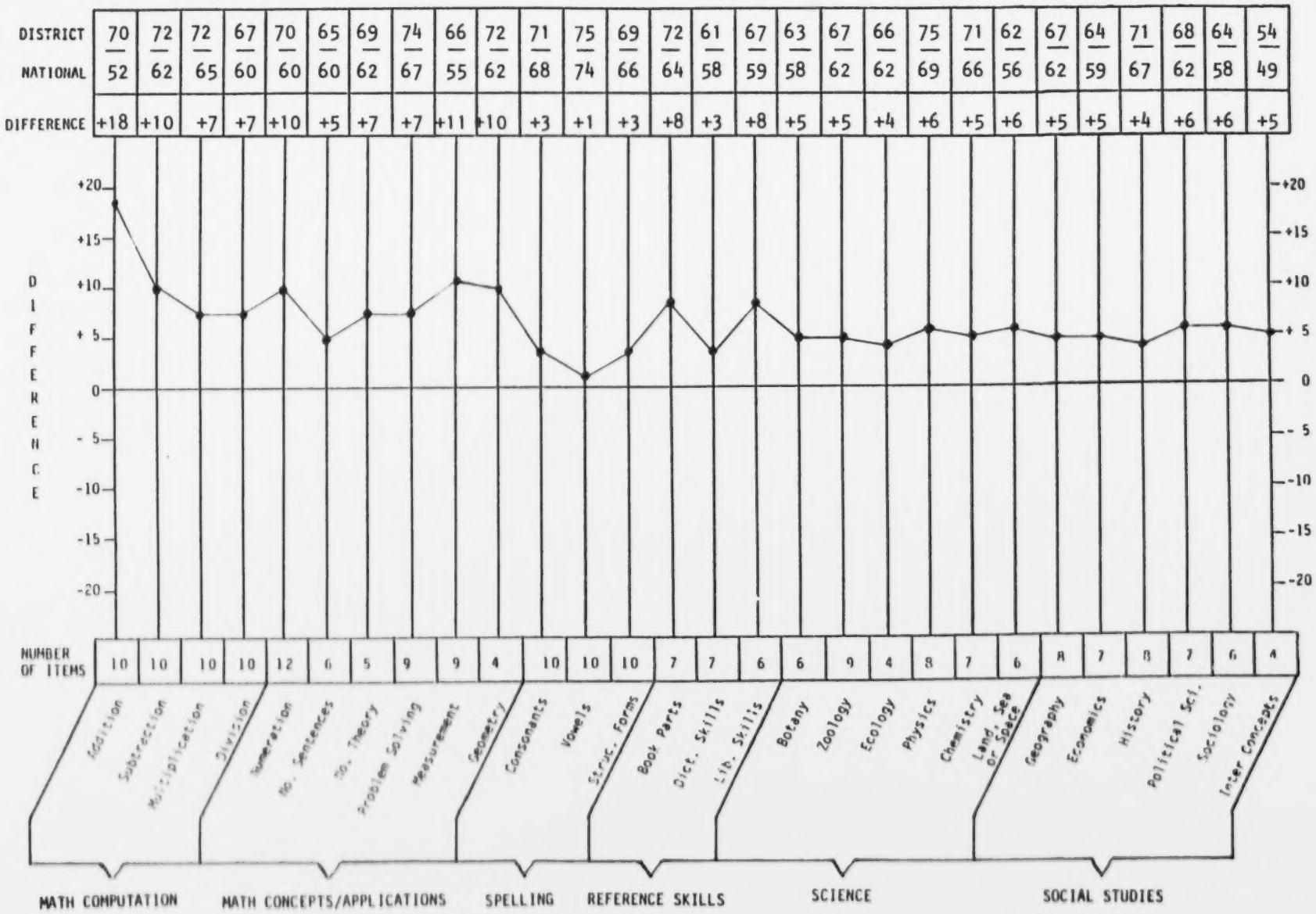


FIGURE 6. (continued)
CTBS SKILLS ANALYSIS
GRADE 5
SPRING, 1987

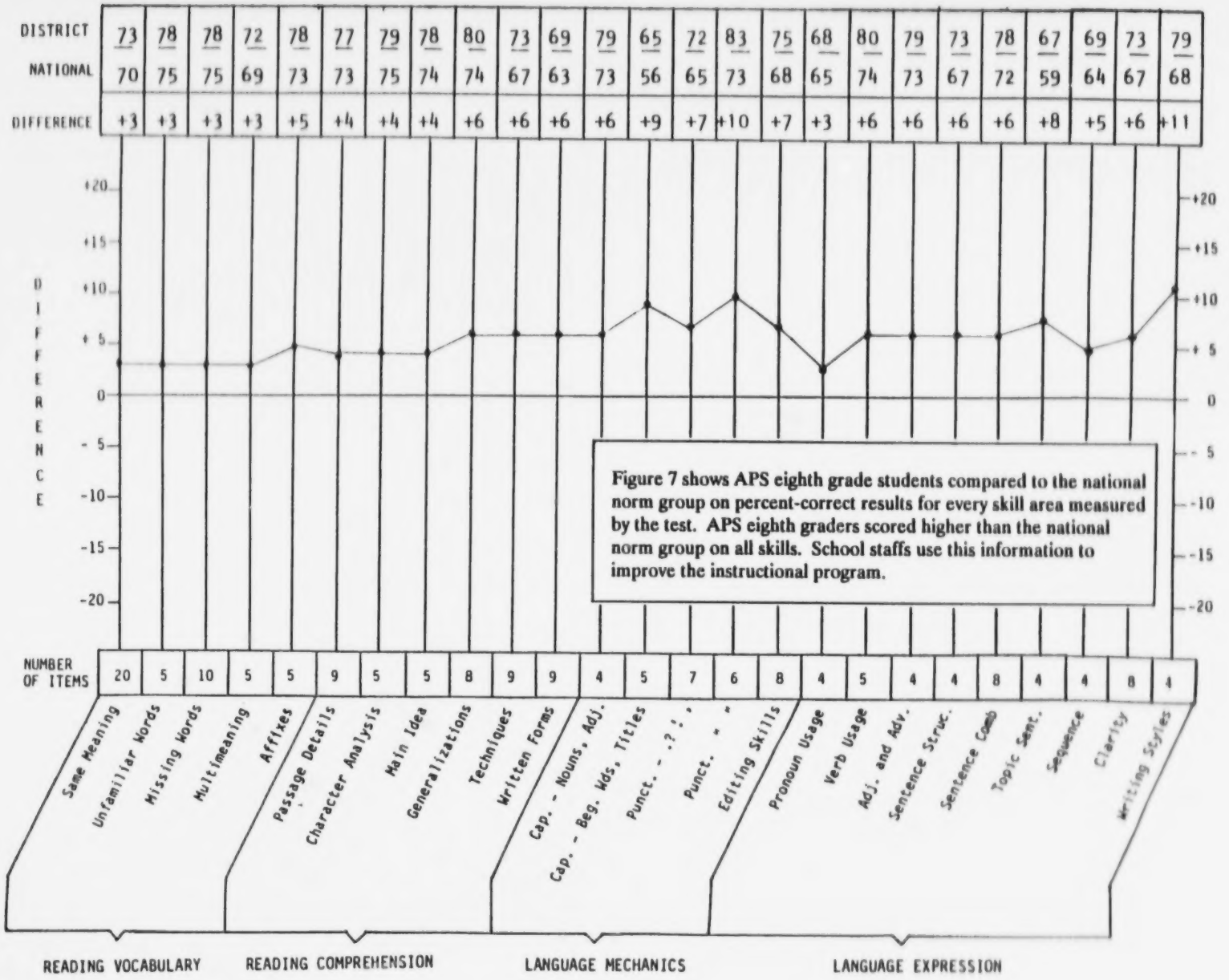

DISTRICT 73 78 78 72 78 77 79 78 80 73 69 79 65 72 83 75 68 80 79 73 78 67 69 73 79
NATIONAL 70 75 75 69 73 73 75 74 74 67 63 73 56 65 73 68 65 74 73 67 72 59 64 67 68
DIFFERENCE +3 +3 +3 +3 +5 +4 +4 +4 +6 +6 +6 +6 +9 +7 +10 +7 +3 +6 +6 +6 +6 +8 +5 +6 +11
DIFFERENCE
+20
+15
+10
+5
0
-5
-10
-15
-20
Figure 7 shows APS eighth grade students compared to the national norm group on percent-correct results for every skill area measured by the test. APS eighth graders scored higher than the national norm group on all skills. School staffs use this information to improve the instructional program.
NUMBER OF ITEMS 20 5 10 5 5 9 5 5 8 9 9 4 5 7 6 8 4 5 4 4 8 4 4 8 4
Same Meaning
Unfamiliar Words
Missing Words
Multimeaning
Affixes
Passage Details
Character Analysis
Main Idea
Generalizations
Techniques
Written Forms
Cap. - Nouns, Adj.
Cap. - Beg. Wds, Titles
Punct. - .?:,
Punct. " '
Editing Skills
Pronoun Usage
Verb Usage
Adj. and Adv.
Sentence Struc.
Sentence Comb
Topic Sent.
Sequence
Clarity
Writing Styles
READING VOCABULARY
READING COMPREHENSION
LANGUAGE MECHANICS
LANGUAGE EXPRESSION

FIGURE 7.
CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1987

41

42

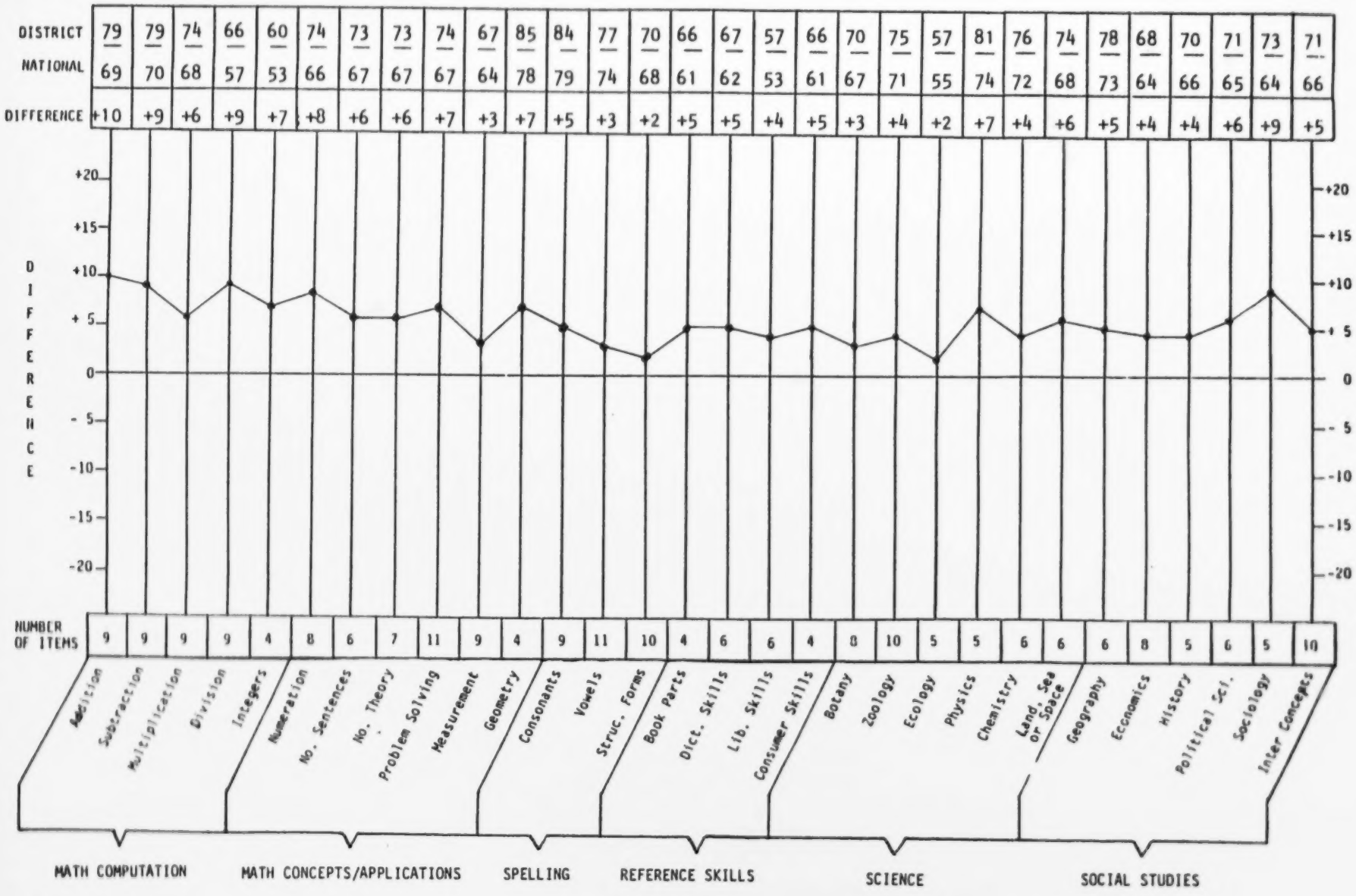


FIGURE 7. (continued)
CTBS SKILLS ANALYSIS
GRADE 8
SPRING, 1987

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1987

APS THIRD GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	WORD ATT	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1261	1722	1459	1486	1914	1489	1990	2119	1919	2238	2080	1448	1749	1931
	22%	30%	26%	26%	34%	26%	35%	37%	34%	40%	37%	26%	31%	34%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	2443	1317	1670	1536	1497	1906	1583	1961	1649	1643	1536	1089	1584	1476
	43%	27%	29%	27%	26%	34%	28%	35%	29%	29%	27%	19%	28%	26%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1344	1538	1590	1736	1456	1249	1258	723	1414	1106	1281	1537	1366	1380
	24%	27%	28%	31%	26%	22%	22%	13%	25%	20%	23%	27%	24%	24%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	625	1091	957	905	797	1014	824	863	685	672	729	1585	951	852
	11%	19%	17%	16%	14%	18%	15%	15%	12%	12%	13%	28%	17%	15%
TOTAL N=	5673	5668	5676	5663	5664	5658	5655	5666	5667	5659	5626	5669	5650	5639

The above information can be used in two ways:

1. To determine <u>how many</u> students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine <u>what percentage</u> of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

TABLE 1

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1987

APS FIFTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1602	1689	1701	1961	1414	1825	2638	1737	2418	1765	1347	1741	1675	1377
	32%	34%	34	39%	28%	36%	52%	35%	48%	35%	27%	35%	33%	28%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1561	1488	1405	1255	1657	1352	1084	1655	1245	1445	1260	1417	1665	1677
	31%	30%	28%	25%	33%	27%	22%	33%	25%	29%	25%	28%	33%	34%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1137	1268	1351	1141	1310	1298	805	1089	896	1274	1313	1224	969	1254
	23%	25%	27%	23%	26%	26%	16%	22%	18%	26%	26%	24%	19%	25%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	736	591	575	684	661	562	505	539	459	512	1117	636	704	692
	15%	12%	11%	14%	13%	11%	10%	11%	9%	10%	22%	13%	14%	14%
TOTAL N=	5036	5036	5032	5041	5042	5037	5032	5020	5018	4996	5037	5018	5013	5000

The above information can be used in two ways:

1. To determine how many students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine what percentage of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

TABLE 2.

CTBS FORM U

NUMBER AND PERCENT OF STUDENTS IN EACH PERCENTILE RANGE

SPRING, 1987

APS EIGHTH GRADE

	COMPREHENSIVE TESTS OF BASIC SKILLS													
	READ VOCAB	READ COMP	READ TOTAL	LANG MECH	LANG EXPR	LANG TOTAL	MATH COMP	MATH CONC & APPL	MATH TOTAL	BATT TOTAL	SPELL	REF SKILLS	SCIENCE	SOCIAL STU
76 TH THROUGH 99 TH PERCENTILE ▶	1653	1676	1617	2147	1909	2032	1995	1804	2090	1833	1732	1614	1489	1466
	32%	32%	31%	41%	37%	39%	38%	34%	40%	36%	33%	31%	29%	28%
75TH PERCENTILE														
51 ST THROUGH 75 TH PERCENTILE ▶	1359	1572	1475	1286	1592	1327	1288	1654	1238	1350	1297	1403	1434	1521
	26%	30%	28%	25%	30%	26%	25%	32%	24%	26%	25%	27%	27%	29%
50TH PERCENTILE														
26 TH THROUGH 50 TH PERCENTILE ▶	1208	1134	1302	1163	993	1243	1161	925	1169	1273	1265	1543	1579	1592
	23%	22%	25%	22%	19%	24%	22%	18%	22%	25%	24%	30%	30%	31%
25TH PERCENTILE														
1ST THROUGH 25TH PERCENTILE ▶	1026	860	844	644	731	595	785	850	726	697	945	665	713	632
	20%	16%	16%	12%	14%	11%	15%	16%	14%	14%	18%	13%	14%	12%
TOTAL N=	5246	5242	5238	5240	5225	5197	5229	5233	5223	5153	5239	5225	5215	5211

The above information can be used in two ways:

1. To determine <u>how many</u> students scored in the high, above average, below average, and low achievement percentile range groups.
2. To determine <u>what percentage</u> of the students scored in each of the four percentile range groups.

The actual number of students will be of more interest to persons responsible for providing special services or materials to a particular type of student.

The percentage of students expected in each percentile range in any normal distribution is always 25%. The extent to which APS percentages are above or below 25% in each category reflects whether there is a greater or lesser percentage of students in that group than typically expected.

<u>TABLE 3.</u>

PERCENTAGE OF STUDENTS IN PERFORMANCE RANGES BY SCHOOL

CTBS

1986 - 1987

	GRADE 3										GRADE 5											
		READING			LANGUAGE			MATH				READING			LANGUAGE			MATH			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	N	†BA	A	AA	BA	A	AA	BA	A	AA		
A. MONTOYA	107	19	66	15	17	70	30	15	55	30	74	8	57	35	9	55	36	9	27	64	95	63
ACOMA	48	15	53	32	10	57	33	4	64	32	50	2	20	78	2	20	78	2	4	94	96	59
ADOBE ACRES	64	19	58	23	11	61	28	9	57	34	71	21	59	20	13	63	24	13	49	38	94	61
ALAMEDA	74	9	65	26	9	53	38	8	42	50	68	15	70	15	18	45	37	9	49	42	94	66
ALAMOSA	81	53	40	7	48	47	5	43	45	12	69	38	58	4	25	65	10	21	60	19	95	59
ALVARADO	89	17	56	27	16	49	35	19	53	28	69	10	49	41	9	53	38	4	41	55	95	67
APACHE	59	5	61	34	0	52	48	2	27	71	78	13	52	35	9	54	37	6	30	64	95	58
ARMIJO	57	35	61	4	30	58	12	23	66	11	60	17	61	22	22	55	13	18	50	32	94	54
ARROYO DEL OSO	86	5	64	31	5	46	49	2	45	53	82	4	50	46	6	44	50	5	30	65	96	65
ATRISCO	68	25	60	15	15	42	43	6	53	41	54	28	63	9	9	57	34	6	52	42	95	65
BANDELIER	71	12	46	42	13	51	38	9	42	49	50	6	30	64	2	44	54	4	32	64	95	57
BARCELONA	58	22	66	12	28	55	17	24	60	16	45	24	56	20	16	57	27	16	51	33	95	62
BEL-AIR	51	16	62	22	10	53	37	8	40	52	43	5	72	23	7	53	37	5	48	47	96	60
BELLEHAVEN	45	4	72	24	2	60	38	2	49	49	33	0	52	48	3	49	48	0	39	61	95	59
CARLOS REY	87	32	53	15	30	48	22	18	60	22	73	19	64	17	16	63	21	21	46	33	93	68
CHAPARRAL	134	19	64	17	22	53	25	7	66	27	115	17	66	17	21	61	18	16	52	32	95	57
CHELWOOD	84	7	58	35	8	43	49	7	38	55	85	12	53	35	12	46	42	7	33	60	95	65
COCHITI	68	21	54	25	9	46	45	9	36	55	64	25	56	19	30	47	23	23	44	33	95	60
COLLET PARK	96	14	47	39	10	42	48	8	43	49	84	5	49	46	2	41	57	1	24	75	95	60
COMANCHE	59	16	65	19	12	51	37	10	49	41	61	7	43	50	11	41	48	7	40	53	95	57
CORRALES	81	11	70	19	15	46	39	10	57	33	58	7	45	48	10	50	40	5	33	62	97	69
DENNIS CHAVEZ	137	3	44	53	1	32	67	1	23	76	128	3	42	55	4	30	66	0	22	78	98	59
DOLORES GONZ.	8	25	59	16	20	66	14	21	62	17	48	31	61	8	27	63	10	25	67	8	93	54
DURANES	46	35	50	15	37	52	11	24	43	33	31	32	58	10	27	70	3	20	57	23	93	64
EAST SAN JOSE	63	24	50	26	25	40	35	10	57	33	58	24	69	7	14	76	10	12	72	16	94	62

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for third grade was 86% and for fifth grade 88%.

TABLE 4.

PERCENTAGE OF STUDENTS IN PERFORMANCE RANGES BY SCHOOL

CTBS

1986 - 1987

GRADE 3

		READING			LANGUAGE			MATH											
	N	†BA	A	AA	BA	A	AA	BA	A	AA	*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
EDMUND G. ROSS	94	7	59	34	10	55	35	6	49	45	95	61
EMERSON	92	38	51	11	35	50	15	21	53	26	93	46
EUBANK	31	0	61	39	0	65	35	3	58	39	95	55
EUGENE FIELD	64	28	63	9	35	51	16	33	56	11	94	54
GOVERNOR BENT	70	3	64	33	0	54	46	1	48	51	95	54
GRIEGOS	49	22	58	20	18	45	27	12	55	33	95	68
HAWTHORNE	50	18	62	20	33	36	31	13	47	40	96	52
HODGIN	107	18	51	31	17	50	33	13	40	47	95	55
HUBERT HUMPHREY	127	7	45	48	4	41	53	4	38	58	96	75
INEZ	32	16	68	16	19	56	25	22	47	31	94	59
JOHN BAKER	95	3	50	47	3	41	56	3	35	62	95	64
KIRTLAND	80	13	57	30	10	41	49	13	56	31	96	45
KIT CARSON	62	42	55	3	29	61	10	16	57	27	95	63
LA LUZ	62	15	75	10	8	57	35	10	56	34	96	60
LA MESA	84	25	65	10	20	56	24	21	50	29	93	48
LAVALAND	98	28	65	7	22	59	19	26	62	12	94	64
LONGFELLOW	53	23	58	19	15	53	32	15	51	34	96	66
LOS PADILLAS	57	21	68	11	16	61	23	19	60	21	96	64
LOWELL	58	30	61	9	23	59	18	28	49	23	93	53
MacARTHUR	33	12	67	21	18	70	12	9	58	33	95	69
MARIE HUGHES	149	6	64	30	7	61	32	9	55	36	96	58
MARK TWAIN	47	17	53	30	13	35	52	17	43	40	96	64
MARY ANN BINFORD	102	33	60	7	32	54	14	19	62	19	95	74
MATHESON PARK	82	5	43	52	5	44	51	1	32	67	95	59
McCOLLUM	44	9	57	34	9	43	48	4	47	39	97	67

GRADE 5

		READING			LANGUAGE			MATH											
	N	†BA	A	AA	BA	A	AA	BA	A	AA	*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
EDMUND G. ROSS	71	4	51	45	7	35	58	3	30	67	95	61
EMERSON	73	22	60	18	16	62	22	14	61	25	93	46
EUBANK	37	5	60	35	11	57	32	8	57	35	95	55
EUGENE FIELD	42	28	67	5	40	55	5	33	46	21	94	54
GOVERNOR BENT	57	7	53	40	7	58	35	4	49	47	95	54
GRIEGOS	60	20	62	18	20	60	20	18	59	23	95	68
HAWTHORNE	50	16	68	16	16	60	24	6	46	48	96	52
HODGIN	93	11	64	25	5	60	35	5	41	54	95	55
HUBERT HUMPHREY	147	1	42	57	3	38	59	1	19	80	96	75
INEZ	22	9	50	41	5	40	55	9	36	55	94	59
JOHN BAKER	86	4	37	59	3	44	53	4	32	64	95	64
KIRTLAND	77	8	64	28	3	56	41	1	44	55	96	45
KIT CARSON	71	25	58	17	30	49	21	26	44	30	95	63
LA LUZ	64	23	64	13	23	64	13	17	61	22	96	60
LA MESA	62	18	67	15	18	56	26	7	49	44	93	48
LAVALAND	86	13	65	22	15	61	24	10	54	36	94	64
LONGFELLOW	47	11	64	23	11	63	26	19	68	13	96	66
LOS PADILLAS	57	11	59	30	7	61	32	2	46	52	96	64
LOWELL	33	6	67	27	15	55	30	12	36	52	93	53
MacARTHUR	23	17	66	17	22	74	4	26	70	4	95	69
MARIE HUGHES	132	4	57	39	6	59	35	6	43	51	96	58
MARK TWAIN	45	2	51	47	0	60	40	0	37	63	96	64
MARY ANN BINFORD	76	26	61	13	28	63	9	24	64	12	95	74
MATHESON PARK	85	4	68	38	4	52	44	2	49	49	95	59
McCOLLUM	43	2	28	70	0	30	70	0	12	88	97	67

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for third grade was 86% and for fifth grade 88%.

TABLE 4, (continued)

PERCENTAGE OF STUDENTS IN PERFORMANCE RANGES BY SCHOOL

CTBS

1986 - 1987

	GRADE 3										GRADE 5											
		READING			LANGUAGE			MATH				READING			LANGUAGE			MATH			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA	N	†BA	A	AA	BA	A	AA	BA	A	AA		
MISSION AVENUE	44	20	66	14	19	55	26	16	57	27	46	17	70	13	22	71	7	13	50	17	94	59
MITCHELL	72	0	51	49	1	31	68	0	30	70	74	4	42	54	5	44	51	4	38	58	96	63
MONTE VISTA	106	7	53	40	5	47	48	8	51	41	70	4	50	46	10	46	44	15	50	35	96	61
MONTEZUMA	44	7	48	45	14	41	45	14	36	50	33	18	43	39	15	46	39	3	58	39	95	55
MOUNTAIN VIEW	51	51	39	10	35	45	20	18	60	22	42	26	69	5	21	62	17	22	58	20	95	65
NAVAJO	116	32	51	17	23	49	28	20	61	19	82	20	64	16	16	66	18	18	66	16	94	61
ONATE	76	4	66	30	4	45	51	1	42	57	57	2	45	53	4	29	67	5	27	68	96	62
OSUNA	79	8	60	32	8	50	42	6	27	67	86	0	51	49	0	40	60	0	32	68	96	64
PAJARITO	84	35	58	7	25	51	24	31	48	21	66	11	65	24	11	66	23	15	62	23	94	67
PUESTA DEL SOL	124	6	60	34	10	41	49	15	42	43	141	6	54	40	9	49	42	2	42	56	95	55
RANCHOS	58	19	62	19	10	52	38	7	57	36	56	7	72	21	2	57	41	2	32	66	95	66
REGINALD CHAVEZ	77	35	53	12	39	51	10	30	49	21	62	19	70	11	24	66	10	34	48	18	95	58
RIO RANCHO	181	9	62	29	10	52	38	10	44	46	170	9	55	36	6	58	36	8	43	49	95	55
S. Y. JACKSON	119	4	57	39	7	57	36	2	38	60	108	4	35	61	5	35	60	3	25	72	96	65
SAN ANTONITO	43	14	56	30	12	48	40	9	49	42	33	15	52	33	12	58	30	12	36	52	94	65
SANDIA BASE	100	2	60	38	2	38	60	4	36	60	92	7	45	48	11	47	42	9	42	49	96	56
SIERRA VISTA	84	7	51	42	7	57	36	2	50	48	81	12	45	43	9	58	33	7	51	42	94	63
SOMBRA DEL MONTE	75	3	58	39	3	33	64	3	34	63	97	6	49	45	2	60	38	3	30	67	95	66
TOMASITA	70	16	60	24	15	63	22	7	63	30	59	5	72	23	8	65	27	2	38	60	95	60
VALLE VISTA	74	18	73	9	16	62	22	14	66	20	75	24	59	17	13	66	21	11	60	29	94	62
WHERRY	114	18	61	21	22	51	27	17	59	24	83	10	55	35	17	46	37	13	42	45	94	48
WHITTIER	67	1	65	34	1	44	55	0	39	61	55	13	49	38	20	37	43	17	33	50	94	39
ZIA	46	2	65	33	11	63	26	11	58	31	38	0	47	53	3	31	66	3	39	58	94	59
ZUNI	71	10	45	45	10	51	39	7	47	46	44	0	48	52	0	57	43	0	36	64	96	53

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for third grade was 86% and for fifth grade 88%.

TABLE 4 (continued)

PERCENTAGE OF STUDENTS IN PERFORMANCE RANGES BY SCHOOL

CTBS

1986 - 1987

GRADE 8

		READING			LANGUAGE			MATH			*SCHOOL ATTENDANCE RATE IN PERCENT	**STUDENT STABILITY RATE IN PERCENT
	N	†BA	A	AA	BA	A	AA	BA	A	AA		
ADAMS	323	9	59	37	10	54	36	17	49	34	94	75
CLEVELAND	287	11	49	40	8	46	46	10	37	53	95	82
EISENHOWER	426	9	45	46	4	36	60	7	35	58	95	90
ERNIE PYLE	128	18	69	13	5	61	34	9	60	31	93	74
GARFIELD	203	29	54	17	15	61	24	17	55	28	93	85
GRANT	191	9	42	49	5	27	68	8	38	54	94	75
HARRISON	236	32	57	11	33	56	11	21	50	29	91	84
HAYES	128	31	49	20	16	52	32	25	55	20	92	81
HOOVER	287	4	48	48	2	38	60	6	35	59	94	87
JACKSON	218	12	45	43	11	36	43	10	34	56	94	84
JEFFERSON	231	13	42	45	6	41	53	8	44	48	93	80
KENNEDY	163	12	60	28	9	54	37	10	51	39	93	78
LINCOLN	279	15	57	28	13	48	39	18	58	24	94	84
MADISON	293	8	54	38	9	49	42	9	41	50	94	85
McKINLEY	263	12	64	24	9	59	32	10	53	37	93	81
POLK	133	24	59	17	8	53	39	11	63	26	93	80
ROOSEVELT	90	9	50	41	6	51	43	10	50	40	94	87
TAFT	198	16	55	29	6	55	39	13	50	37	93	80
TAYLOR	259	7	59	34	5	52	43	9	47	44	94	77
TRUMAN	298	31	61	8	24	63	13	25	55	20	91	80
VAN BUREN	217	19	53	28	13	48	39	17	42	41	91	64
WASHINGTON	187	36	54	10	32	58	10	37	51	12	92	73
WILSON	211	26	49	25	19	49	32	18	38	44	93	70

†BA - Below Average
A - Average
AA - Above Average
N - Number Tested

*SCHOOL ATTENDANCE RATE refers to the percentage of students in attendance on an average school day.

**STUDENT STABILITY RATE refers to the percentage of students remaining in school from enrollment to the time of testing. The average APS stability rate for eighth grade was 88%.

TABLE 5.